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ABSTRACT

This document presents guidelines for what every K-12 Louisiana student should know and be able to do as a result of studying the four strands of fine arts: dance, theater arts, visual arts, and music. Following introductory and explanatory information, the contents are organized by strand. Each section begins with a focus paragraph explaining the strand or discipline's importance to the overall education of students. A standard statement gives a general description of the knowledge acquisition expectations. Designated content areas within each strand coincide with the four fundamental components of discipline-based art education (DBAE): creative expression, aesthetic perception, historical and cultural perception, and critical analysis. Specific benchmarks in each content area of the strand are listed for grades K-4, 5-8, and 9-12. Charts, a glossary, references, and acknowledgements are included. (MM)

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LOUISIANA ARTS CONTENT STANDARDS

STATE STANDARDS FOR CURRICULUM DEVELOPMENT

05/22/97

SO 030 578

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Schools That Work: Setting Higher Standards for Our Students

Rapid changes are occurring in our world and economy. The increasing complexity of work that spans the entire workforce of today's society demands that education for all students be made more relevant and useful to future careers. In response to these demands, Louisiana educators and citizens collaborated to develop an action plan to establish content standards that would raise the academic expectations of students. **Their mission was "to develop rigorous and challenging standards that will enable all Louisiana students to become lifelong learners and productive citizens for the 21st century."** These higher academic standards and their accompanying benchmarks, which further define the standards, require students to extend the learning they have acquired by applying knowledge and skills to real life and work situations.

To prepare Louisiana students to meet the demands of society in the 21st century, the higher standards were designed to address content knowledge and application of skills. The standards focus on what students should know and be able to do. They promote and develop thinking processes which students will use in both classroom and real world situations and address the diversity of educational needs of all Louisiana students.

These content standards have been developed for all Louisiana students, including students with disabilities, gifted and talented students, as well as linguistically and culturally diverse students. Modifications for addressing their specific needs regarding curricula and instruction will be addressed through the local education agencies (LEAs).

Louisiana has made significant strides toward improving the education of our children. Our goal is to build on our strengths as we continue to improve education in our state. By developing rigorous standards and challenging assessments that align with the standards and by holding schools accountable for results, we are ensuring a better future for all our children.

Your partner for better education,

Cecil J. Picard
State Superintendent of Education

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TABLE OF CONTENTS

PAGE

INTRODUCTION 3

COMPONENTS OF ARTS EDUCATION 4

LOUISIANA CONTENT STANDARDS FOUNDATION SKILLS 5

INFORMATION LITERACY MODEL FOR LIFELONG LEARNING 6

LOUISIANA ARTS STRANDS 8

LOUISIANA ARTS CONTENT STANDARDS 9

SECTION 1: DANCE 10

SECTION 1: CHARTS 20

SECTION 2: THEATRE ARTS 24

SECTION 2: CHARTS 36

SECTION 3: VISUAL ARTS 41

SECTION 3: CHARTS 51

SECTION 4: MUSIC 56

SECTION 4: CHARTS 66

GLOSSARY 70

REFERENCES 71

ACKNOWLEDGMENTS 73

INTRODUCTION

The arts, dance, theatre arts, visual arts, and music are fundamental to the intellectual, social, emotional, and physical development of Louisiana students for the 21st century. The arts draw on a range of intelligence and learning styles not addressed in most educational environments.

Students of the arts are encouraged to use their imaginations, to develop personal discipline, and to find multiple solutions to problems. They learn to respond to events and experiences with confidence and to communicate their feelings and viewpoints through appropriate creative outlets.

Business demands workers who possess an ability to communicate, to be flexible, and to diagnose problems and find creative solutions. The arts preceded speech as man's first language; they assist in the development of the skills of communication and the integration of basic skills of reading, writing. science, and mathematics. These skills help students shape their lives, their communities, and their nation. The arts make all subjects come alive.

The Louisiana Content Standards bring together the basic content of the four disciplines of dance, theatre arts, visual arts, and music into one common set of standards essential for a comprehensive arts education. The 21st century, the age of information, will require more from the next generation of students. The relevance of education in a rapidly changing society will depend on converging the aims of education and the workforce for well-rounded, educated students who will be productive members of society. The arts will assist in the achievement of these aims with the implementation of these rigorous and challenging content standards.

COMPONENTS OF ARTS EDUCATION

The Content Standards writing team, consisting of arts educators from across the state and representing the four disciplines, has written standards based on the four fundamental components of Discipline-Based Art Education (DBAE).

CREATIVE EXPRESSION	**The ability to develop, organize, and interpret ideas for expression in the production of art forms which involve inspiration, analysis, and problem solving.**
AESTHETIC PERCEPTION	**The ability to understand and respond to ideas and experiences; to be aware of beauty and the unique characteristics of the natural and built environments; and to make informed judgments about the meaning in works of art.**
HISTORICAL AND CULTURAL PERCEPTION	**The ability to recognize and appreciate the visual arts as a form of individual and cultural expression and to appreciate the basic aspects of past history and human experience.**
CRITICAL ANALYSIS	**The ability to interpret and analyze works of art and to arrive at reasoned judgments based on sufficient and appropriate criteria, such as quality, impact, purpose, and value.**

LOUISIANA CONTENT STANDARDS
FOUNDATION SKILLS

The Louisiana Content Standards Task Force has developed the following foundation skills which should apply to all students in all disciplines.

1. **Communication: A process by which information is exchanged and a concept of "meaning" is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing.**

2. **Problem Solving: The identification of an obstacle or challenge and the subsequent application of knowledge and thinking processes, which include reasoning, decision making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.**

3. **Resource Access and Utilization: The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video materials, word processors, computers, interactive devices, telecommunication, and other emerging technologies.**

4. **Linking and Generating Knowledge: The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. "Transfer" refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. "Elaboration" refers to monitoring, adjusting, and expanding strategies into other contexts.**

5. **Citizenship: The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one's choices and actions and understanding their impact on oneself and others; knowing one's civil, constitutional, and statutory rights; and mentoring others to become productive citizens and lifelong learners.**

Note: These foundation skills are listed numerically in parentheses after each benchmark.

INFORMATION LITERACY MODEL FOR LIFELONG LEARNING

Students must become competent and independent users of information to be productive citizens of the 21st century. They must be prepared to live in an information-rich and changing global society. Due to the rapid growth of technology, the amount of information available is accelerating so quickly that teachers are no longer able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as part of a team. Therefore, information literacy -- the ability to recognize an information need and then locate, evaluate, and effectively use the needed information -- is a basic skill essential to the 21st century workplace and home. Information literate students are self-directed learners who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resources of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learners is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. **<u>Defining/Focusing</u>: The first task is to recognize that an information need exists. Students make preliminary decisions about the type of information needed based on prior knowledge.**

2. **<u>Selecting Tools and Resources</u>: After students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.**

3. **<u>Extracting and Recording</u>: Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, "chunking" reading, finding main ideas, and taking notes.**

4. **<u>Processing Information</u>: After recording information, students must examine and evaluate the data in order to utilize the information retrieved. Students must interact with the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.**

5. **Organizing Information: Students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.**

6. **Presenting Findings: Students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audio/visual presentation, game, bibliography, hyperstack).**

7. **Evaluating Efforts: Throughout the information problem solving process, students evaluate their efforts. This assists students in determining the effectiveness of the research process. The final product may be evaluated by the teacher and also other qualified or interested resource persons.**

LOUISIANA ARTS STRANDS

CREATIVE EXPRESSION

AESTHETIC PERCEPTION

HISTORICAL AND CULTURAL PERCEPTION

CRITICAL ANALYSIS

LOUISIANA ARTS CONTENT STANDARDS

CREATIVE EXPRESSION

Students develop creative expression through the application of knowledge, ideas, skills, and organizational abilities.

AESTHETIC PERCEPTION

Students develop aesthetic perception through the knowledge of art forms and respect for commonalities and differences.

HISTORICAL AND CULTURAL PERCEPTION

Students develop historical and cultural perception by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.

CRITICAL ANALYSIS

Students make informed judgments about the arts by developing critical analysis skills through study of and exposure to the arts.

DANCE

CREATIVE EXPRESSION

FOCUS

Creative expression opens an avenue for the application of individual ideas, feelings, and expressions. The use of a variety of media and techniques provides an opportunity for the individual to develop, organize, and interpret knowledge for communication. The skills of analysis, problem solving, cooperative involvement, and disciplined behavior contribute to a successful school environment and prepare the individual to become a productive member of society.

STANDARD

Students develop creative expression through the application of knowledge, ideas, skills, and organizational abilities.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

CE-1D-E1 **exploring and identifying the elements of dance by responding to varied stimuli with spontaneous movement;**
(2, 4)

CE-1D-E2 **executing improvised and set movement patterns individually and in groups;**
(2, 5)

CE-1D-E3 **identifying and performing creative movement and dance patterns with pride to peers in a classroom setting;**
(5)

CE-1D-E4 **using technique and expanding movement vocabulary to demonstrate an awareness of space and the ability to move safely;**
(2)

CE-1D-E5 **accurately performing basic skills and techniques in several dance styles;**
(2, 5)

CE-1D-E6 **demonstrating an understanding of the relationship among dance, other arts, and disciplines outside the arts.**

(3, 4)

BENCHMARKS 5-8

In Grades 5-8, what students know and are able to do includes:

CE-1D-M1 **utilizing the elements of dance in improvisations which demonstrate elementary form and structure;**
(1, 2)

CE-1D-M2 **shaping phrases, studies, and dance pieces to meet criteria for specific dance forms;**
(2, 4)

CE-1D-M3 **identifying and performing elementary compositions for the classroom and the entire school community;**
(1, 4, 5)

CE-1D-M4 **demonstrating self-monitoring and effective use of space, while improving technique and expanding movement vocabulary;**
(1, 2, 4)

CE-1D-M5 **developing, presenting, and evaluating a movement study designed to display skills and techniques in original and traditional dance and movement studies;**
(2, 3, 4)

CE-1D-M6 **exploring and identifying the relationship among dance, other arts, and disciplines outside the arts.**
(3, 4, 5)

BENCHMARKS 9-12

In Grades 9-12, what students know and are able to do includes:

CE-1D-H1 **recognizing and utilizing an expanded vocabulary of the elements of dance appropriate to level of training;**
(1, 2, 4)

CE-1D-H2 **communicating individual concepts using specific dance forms and structures;**
(2, 3, 4)

CE-1D-H3 identifying and performing creative movement and dance patterns in solo, duet, and small groups, with pride and clarity;
(4, 5)

CE-1D-H4 incorporating self-evaluation and external evaluation to refine performance skills;
(4, 5)

CE-1D-H5 presenting and evaluating original and established dances and movement studies;
(1, 2, 4)

CE-1D-H6 recognizing the relationship among dance, other arts, and disciplines outside the arts.
(3, 4, 5)

AESTHETIC PERCEPTION

FOCUS

The study of aesthetics, or the philosophy of the arts, supplies the individual with a structure for analyzing, interpreting, and responding to the arts. An understanding of aesthetics empowers the individual to make informed personal interpretations of artistic expressions and to develop an awareness for the concepts and ideas of others. The individual questions concepts, weighs evidence and information, examines intuitive reactions, and develops personal conclusions about the values in works of art.

STANDARD

Students will develop aesthetic perception through the knowledge of art forms and respect for commonalities and differences.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

AP-2D-E1 **using elementary dance vocabulary to critique individual work and that of others;**
(1, 5)

AP-2D-E2 **developing and communicating an appreciation through dance for the ideas and creations of others;**
(1, 5)

AP-2D-E3 **communicating an awareness of the many choices available in the creative process of choreography;**
(1, 3, 4)

AP-2D-E4 **discussing moods created by the works of the great choreographers;**
(1, 3)

AP-2D-E5 **recognizing that there are differences between styles of dance.**
(4, 5)

BENCHMARKS 5-8

In Grades 5-8, what students know and are able to do includes:

AP-2D-M1 **using dance vocabulary to respond to the aesthetic qualities of dance; (1, 2, 4)**

AP-2D-M2 **recognizing that the concept of beauty differs from culture to culture; (1, 4, 5)**

AP-2D-M3 **expressing through works and discussion the relation of the role of choreography to culture and environment; (1, 3, 4)**

AP-2D-M4 **communicating new ideas, possibilities, options, and situations pertaining to the world of dance; (1, 3, 4)**

AP-2D-M5 **reflecting upon and distinguishing differences among styles of dance. (1, 4, 5)**

BENCHMARKS 9-12

In Grades 9-12, what students know and are able to do includes:

AP-2D-H1 **using an expanded vocabulary when responding to the aesthetic qualities of dance; (1, 2, 4)**

AP-2D-H2 **analyzing the unique characteristics of dance as it reflects the quality of everyday life in various cultures; (1, 2, 3, 4, 5)**

AP-2D-H3 **using descriptors, analogies, and other metaphors to express the impact of dance on our senses, intellects, and emotions; (1, 4)**

AP-2D-H4 **assimilating and communicating the multiple possibilities and options available in dance; (1, 4, 5)**

AP-2D-H5 **questioning/weighing evidence and information, examining intuitive reactions, and drawing personal conclusions about dance.**

(2, 4)
HISTORICAL AND CULTURAL PERCEPTION

FOCUS

Historical and cultural perception is the vehicle for understanding works of art in time and place. The arts survive through times of interruption and neglect; they outlive governments, creeds, and societies and even the civilizations that spawned them. The artist is a harbinger of change, a translator of social thought, an analyst of cultures, a poetic scientist, and a recorder of history. To understand creative output in the history of the arts is to understand history itself.

STANDARD

Students will develop historical and cultural perception by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

HP-3D-E1 **exploring and discussing why humans danced throughout history;**
(1, 5)

HP-3D-E2 **understanding dance is a universal language that plays a role in every culture;**
(4, 5)

HP-3D-E3 **demonstrating various dance styles from a variety of cultures;**
(3, 4)

HP-3D-E4 **exploring the basic components of various arts disciplines through dance movement.**
(2, 3, 4)

BENCHMARKS 5-8

In Grades 5-8, what students know and are able to do includes:

HP-3D-M1 **identifying different dance styles from historical, contemporary, and cultural perspectives;**
(1, 3, 4, 5)

HP-3D-M2 **analyzing how time and place affect the dances of various cultures throughout history;**
(4, 5)

HP-3D-M3 **identifying universal themes and values of various cultures as they are exhibited in dance;**
(1, 5)

HP-3D-M4 **utilizing the basic arts components in dance studies.**
(5)

BENCHMARKS 9-12

In Grades 9-12, what students know and are able to do includes:

HP-3D-H1 **recognizing and understanding that dance throughout history is a record of human experience with a past, present, and future;**
(3, 4, 5)

HP-3D-H2 **recognizing and relating great works and great performers who have created the traditions of dance and shaped its history;**
(4, 5)

HP-3D-H3 **comparing and contrasting dance works as forms of artistic performance and cultural expression;**
(3, 4, 5)

HP-3D-H4 **developing and presenting a multidisciplinary dance project including a variety of disciplines.**
(1, 3, 4)

CRITICAL ANALYSIS

FOCUS

Critical analysis is the process of inquiry associated with an individual's knowledge of the arts. Communication about the arts in a structured way provides the individual with means to observe, describe, analyze, interpret, and make critical, reasoned judgments about the form and content of the arts.

STANDARD

Students will make informed judgments about the arts by developing critical analysis skills through study of and exposure to the arts.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

CA-4D-E1 **observing and studying the elementary movements of dance;**
(2)

CA-4D-E2 **identifying basic examples of the dance elements in various dance experiences;**
(1, 4)

CA-4D-E3 **exploring and discussing sequence in a performance;**
(1, 2)

CA-4D-E4 **recognizing basic differences in the processes of creating, performing, and observing dance;**
(4, 5)

CA-4D-E5 **communicating individual feelings toward the dance experience.**
(1, 5)

BENCHMARKS 5-8

In Grades 5-8, what students know and are able to do includes:

CA-4D-M1 **recognizing the content and expression of various dance styles;**
(1, 2)

CA-4D-M2 **recognizing how elements of dance communicate the choreographic intent;**
(1, 2)

CA-4D-M3 **describing the use of aesthetic principles (unity, harmony, contrast, continuity, variety, sequence transition, and climax) in dance;**
(1, 2, 4)

CA-4D-M4 **comparing and contrasting the differing roles in the process of creating, performing, and observing dance;**
(1, 2, 5)

CA-4D-M5 **introducing and applying dance vocabulary in dance critique.**
(1, 2, 5)

BENCHMARKS 9-12

In Grades 9-12, what students know and are able to do includes:

CA-4D-H1 **developing a criterion for forming personal preferences and opinions of dance styles;**
(4, 5)

CA-4D-H2 **describing and demonstrating the choreographic intent of dance;**
(1, 2)

CA-4D-H3 **applying aesthetic principles and choreographic criteria to critique dance;**
(1, 2 ,3, 4)

CA-4D-H4 **using aesthetic principles and factors to establish individual attitudes toward creating, performing, and observing dance;**
(1, 2, 4, 5)

CA-4D-H5 **expanding the ability to communicate and to justify aesthetic responses to the dance experience.**
(1, 2, 4, 5)

SECTION 1: DANCE

CREATIVE EXPRESSION

What students know and are able to do includes:

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 1	exploring and identifying the elements of dance by responding to varied stimuli with spontaneous movement; (2, 4)	utilizing the elements of dance in improvisations which demonstrate elementary form and structure; (1, 2)	recognizing and utilizing an expanded vocabulary of the elements of dance appropriate to level of training; (1, 2, 4)
Benchmark 2	executing improvised and set movement patterns individually and in groups; (2, 5)	shaping phrases, studies, and dance pieces to meet criteria for specific dance forms; (2, 4)	communicating individual concepts using specific dance forms and structures; (2, 3, 4)
Benchmark 3	identifying and performing with pride creative movement and dance patterns with pride for peers in a classroom setting; (5)	identifying and performing elementary compositions for the classroom and the entire school community; (1, 4, 5)	identifying and performing creative movement and dance patterns in solo, duet, and small groups, with pride and clarity; (4, 5)
Benchmark 4	using technique and expanding movement vocabulary to demonstrate an awareness of space and the ability to move safely; (2)	demonstrating self-monitoring and effective use of space while improving technique and expanding movement vocabulary; (1, 2, 4)	incorporating self-evaluation and external evaluation to refine performance skills; (4, 5)
Benchmark 5	accurately performing basic skills and techniques in several dance styles; (2, 5)	developing, presenting, and evaluating a movement study designed to display skills and techniques in original and traditional dance and movement studies; (2, 3, 4)	presenting and evaluating original and established dances and movement studies; (1, 2, 4)

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 6	demonstrating an understanding of the relationship among dance, other arts, and disciplines outside the arts. (3, 4)	exploring and identifying relationships among dance, other arts, and disciplines outside the arts. (3, 4, 5)	recognizing relationships among dance, other arts, and disciplines outside the arts. (3, 4, 5)

SECTION 1: DANCE

AESTHETIC PERCEPTION

What students know and are able to do includes:

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 1	Using elementary dance vocabulary to critique individual work and that of others; (1, 5)	Using dance vocabulary to respond to the aesthetic qualities of dance; (1, 2, 4)	Using an expanded vocabulary when responding to the aesthetic qualities of dance; (1, 2, 4)
Benchmark 2	Developing and communicating an appreciation through dance for the ideas and creations of others; (1, 5)	Recognizing that the concept of beauty differs from culture to culture; (1, 4, 5)	Analyzing the unique characteristics of dance as it reflects the quality of everyday life in various cultures; (1, 2, 3, 4, 5)
Benchmark 3	Communicating an awareness of the many choices available in the creative process of choreography; (1, 3, 4)	Expressing through works and discussion the relation of the role of choreography to culture and environment; (1, 3, 4)	Using descriptors, analogies, and other metaphors to express the impact of dance on our senses, intellects, and emotions; (1, 4)

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 4	Discussing moods created by the works of the great choreographers; (1, 3)	Communicating new ideas, possibilities, options, and situations pertaining to the world of dance; (1, 3, 4)	Assimilating and communicating the multiple possibilities and options available in dance; (1, 4, 5)
Benchmark 5	Recognizing that there are differences between styles of dance. (4, 5)	Reflecting upon and distinguishing differences among styles of dance. (1, 4, 5)	Questioning/weighing evidence and information, examining intuitive reactions, and drawing personal conclusions about dance. (2, 4)

SECTION 1: DANCE

HISTORICAL AND CULTURAL PERCEPTION

What students know and are able to do includes:

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 1	Exploring and discussing why humans danced throughout history; (1, 5)	Identifying different dance styles from historical, contemporary, and cultural perspectives; (1, 3, 4, 5)	Recognizing and understanding that dance throughout history is a record of human experience, with a past, present, and future; (3, 4, 5)
Benchmark 2	Understanding dance is a universal language that plays a role in every culture; (4, 5)	Analyzing how time and place affect the dances of various cultures throughout history; (4, 5)	Recognizing and relating great works to great performers who have created the traditions of dance and shaped its history; (4, 5)
Benchmark 3	Demonstrating various dance styles from a variety of cultures; (3, 4)	Identifying universal themes and values of various cultures as they are exhibited in dance; (1, 5)	Comparing and contrasting dance works as forms of artistic performance and cultural expression; (3, 4, 5)
Benchmark 4	Exploring the basic components of various arts disciplines through dance movements. (2, 3, 4).	Utilizing the basic arts components in dance studies. (5)	Developing and presenting a multi-disciplinary dance project. (1, 3, 4)

SECTION 1: DANCE

CRITICAL ANALYSIS

What students know and are able to do includes:

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 1	Observing and studying the elementary movements of dance; (2)	Recognizing the content and expression of various dance styles; (1, 2)	Developing a criterion for forming personal preferences and opinions of dance styles; (4, 5)
Benchmark 2	Identifying basic examples of the dance elements in various dance experiences; (1, 4)	Recognizing how elements of dance communicate the choreographic intent; (1, 2)	Describing and demonstrating the choreographic intent of dance; (1, 2)
Benchmark 3	Exploring and discussing sequence in a performance; (1, 2)	Describing the use of aesthetic principles (unity, harmony, contrast, continuity, variety, sequence transition, and climax) in dance; (1, 2, 4)	Applying aesthetic principles and choreographic criteria to critique dance; (1, 2, 3, 4)
Benchmark 4	Recognizing basic differences in the processes of creating, performing, and observing dance; (4, 5)	Comparing and contrasting the differing roles in the process of creating, performing, and observing dance; (1, 2, 5)	Using aesthetic principles and factors to establish individual attitudes toward creating, performing, and observing dance; (1, 2, 4, 5)
Benchmark 5	Communicating individual feelings toward the dance experience. (1, 5)	Introducing and applying dance vocabulary in dance critiques. (1, 2, 5)	Expanding the ability to communicate and justify aesthetic responses to the dance experience. (1, 2, 4, 5)

THEATRE ARTS

CREATIVE EXPRESSION

FOCUS

Creative expression opens an avenue for the application of individual ideas, feelings, and expressions. The use of a variety of media and techniques provides an opportunity for the individual to develop, organize, and interpret knowledge for communication. The skills of analysis, problem solving, cooperative involvement, and disciplined behavior contribute to a successful school environment and prepare the individual to become a productive member of society.

STANDARD

Students develop creative expression through the application of knowledge, ideas, skills, and organizational abilities.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

CE-1Th-E1 **exploring and identifying various emotions in interpersonal settings;**
(1, 4)

CE-1Th-E2 **interacting in group situations and demonstrating differentiation of roles through experimentation and role playing;**
(1, 2, 3, 4, 5)

CE-1Th-E3 **identifying and exhibiting physical and emotional dimensions of characterization through experimentation and role playing;**
(4)

CE-1Th-E4 **developing story lines for improvisation;**
(1, 2, 4)

BENCHMARKS 5-8

In Grades 5-8, what students know and are able to do includes:

CE-1Th-M1 **exploring self-expression and various emotions individually and in groups;**
(1, 4, 5)

CE-1Th-M2 **understanding role playing in single and interpersonal relationships; (2, 4)**

CE-1Th-M3 **utilizing role playing to demonstrate performance techniques, both physically and vocally, in different relationships appropriate to a variety of characters; (2, 4)**

CE-1Th-M4 **writing scripts for improvisational exercises while exploring dimensions of the dramatic form individually and in groups (e.g., costuming, set design, make-up); (1, 2, 4, 5)**

BENCHMARKS 9-12

In Grades 9-12, what students know and are able to do includes:

CE-1Th-H1 **developing interpersonal skills as an individual and as a performer; (1, 5)**

CE-1Th-H2 **understanding and stating rules in group performance while expanding dramatic elements in improvisation; (1, 2, 4, 5)**

CE-1Th-H3 **demonstrating effective use of physical and vocal techniques while developing roles in group performance; (1, 2, 4)**

CE-1Th-H4 **comparing and contrasting theatrical writing styles and conventions; (1, 2, 4)**

AESTHETIC PERCEPTION

FOCUS

The study of aesthetics, or the philosophy of the arts, supplies the individual with a structure for analyzing, interpreting, and responding to the arts. An understanding of aesthetics empowers the individual to make informed personal interpretations of artistic expressions and to develop an awareness for the concepts and ideas of others. The individual questions concepts, weighs evidence and information, examines intuitive reactions, and develops personal conclusions about the values in works of art.

STANDARD

Students will develop aesthetic perception through the knowledge of art forms and respect for commonalities and differences.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

AP-2Th-E1 **recognizing and discussing sensory experiences and the motivations for emotions;**
(2, 4)

AP-2Th-E2 **imitating and responding to ideas, feelings, behaviors, roles, and life experiences;**
(1, 3)

AP-2Th-E3 **exploring actions that express thoughts, feelings, and characters;**
(1, 4)

AP-2Th-E4 **imitating sounds, sound combinations, and nonverbal communication to express mood, feelings, and emotions;**
(1, 4)

AP-2Th-E5 **understanding the basics of interaction, listening, and responding while developing audience etiquette;**
(1, 5)

AP-2Th-E6 **exploring improvisation to express thoughts and feelings;**

(1)

AP-2Th-E7 recording dialogue for developing skills in theatre arts;
(1, 3)

AP-2Th-E8 understanding relationships among theatre, other arts, and disciplines outside the arts.
(1, 4)

BENCHMARKS 5-8

In Grades 5-8, what students know and are able to do includes:

AP-2Th-M1 recognizing and discussing individual differences in sensory and emotional perceptions;
(2, 3, 4)

AP-2Th-M2 understanding individual and group roles through the exploration of theatrical methods;
(1, 4)

AP-2Th-M3 exploring and understanding expression, action, reaction, movement, and space in the dramatic process;
(4)

AP-2Th-M4 understanding voice mechanism in representing self, role, scene, dialogue, and character;
(1, 4)

AP-2Th-M5 understanding and responding to philosophical and social concerns displayed in conventional and unconventional dramatic roles;
(4)

AP-2Th-M6 interacting spontaneously and flexibly through discussion and scene enactment;
(1)

AP-2Th-M7 identifying and understanding the origins of contemporary processes, techniques, and interpretations;
(1)

AP-2Th-M8 exploring relationships among theatre, other arts, and disciplines outside the arts.

(1, 4)

BENCHMARKS 9-12

In Grades 9-12, what students know and are able to do includes:

AP-2Th-H1 **expanding interpretation of sensory perception, character relationships, character transformation, and cultural and social concerns;**
(1, 2, 4)

AP-2Th-H2 **discussing and responding to drama with new ideas, acceptance of ideas, reactions to stimuli, and evaluation criteria;**
(2, 4)

AP-2Th-H3 **selecting and practicing physical attributes and movement qualities that enhance characterization and interpret psychological motivation;**
(1, 4)

AP-2Th-H4 **exploring use of language and recognizing the development of voice for expression, thought, and meaning;**
(1, 4)

AP-2Th-H5 **constructing social and personal meaning from informal and formal productions;**
(2, 4 ,5)

AP-2Th-H6 **understanding the importance of action and reaction in planning, producing, and performing scripts;**
(1, 2)

AP-2Th-H7 **creating consistent characters in formal and informal theatre, film, television, or electronic media productions;**
(1, 2, 3)

AP-2Th-H8 **integrating relationships among theatre, other arts, and disciplines outside the arts.**
(1, 4)

HISTORICAL AND CULTURAL PERCEPTION

FOCUS

Historical and cultural perception is the vehicle for understanding works of art in time and place. The arts survive through times of interruption and neglect; they outlive governments, creeds, and societies and even the civilizations that spawned them. The artist is a harbinger of change, a translator of social thought, an analyst of cultures, a poetic scientist, and a recorder of history. To understand creative output in the history of the arts is to understand history itself.

STANDARD

Students will develop historical and cultural perception by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

HP-3Th-E1 **recognizing and discussing the differences in various cultures;**
(1)

HP-3Th-E2 **recognizing and identifying characters and their relationships through simple performances;**
(2)

HP-3Th-E3 **recognizing and identifying various feelings exhibited by characters through simple performances;**
(1, 2)

HP-3Th-E4 **exploring and demonstrating the language of theatre arts through role playing;**
(1)

HP-3Th-E5 **exploring elementary language used in theatrical characterization;**
(1, 2)

HP-3Th-E6 **recognizing and identifying universal themes reflected in various cultures.**
(2)

BENCHMARKS 5-8

In Grades 5-8, what students know and are able to do includes:

HP-3Th-M1 **analyzing relationships between artistic expression and artistic choices in various cultures;**
(1, 2, 4)

HP-3Th-M2 **understanding patterns, styles, conventions, and trends in communication and theatre arts;**
(1, 2, 4)

HP-3Th-M3 **using terminology and language appropriate to theatrical environments, situations, and characters;**
(1, 2)

HP-3Th-M4 **using cultural and historical information to support period costumes, scripted scenes, scenery, and make-up;**
(1, 4)

HP-3Th-M5 **expressing and comparing personal reactions to historical and cultural productions;**
(1, 4)

HP-3Th-M6 **identifying and discussing ways in which theme has been revealed and developed in various cultures.**
(2, 4)

BENCHMARKS 9-12

In Grades 9-12, what students know and are able to do includes:

HP-3Th-H1 **recognizing and analyzing the universality of theme, situation, and motivation across cultures and time;**
(1, 2, 4)

HP-3Th-H2 **demonstrating a knowledge of history and the literature of theatre arts as communication;**
(1, 2, 4)

HP-3Th-H3 **developing and analyzing social and cultural awareness through exposure to theatrical productions;**

(1, 2, 5)

HP-3Th-H4 developing and applying an understanding of the theories, forms, and cultural histories of communication in theatre arts;
(1, 2, 4)

HP-3Th-H5 analyzing social meanings from productions and performances from a variety of cultural and historical periods;
(1, 3, 4)

HP-3Th-H6 analyzing through a historical perspective the form and content of cultural works.
(1, 2, 4)

CRITICAL ANALYSIS

FOCUS

Critical analysis is the process of inquiry associated with an individual's knowledge of the arts. Communication about the arts in a structured way provides the individual with means to observe, describe, analyze, interpret, and make critical, reasoned judgments about the form and content of the arts.

STANDARD

Students will make informed judgments about the arts by developing critical analysis skills through study of and exposure to the arts.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

CA-4Th-E1 **recognizing and responding to a variety of media experiences;**
(1, 4)

CA-4Th-E2 **expressing personal feelings about scripts and performances;**
(1)

CA-4Th-E3 **identifying the differences between media representation, reality, and role playing;**
(1, 2)

CA-4Th-E4 **demonstrating appropriate behavior during a performance;**
(1, 5)

CA-4Th-E5 **recognizing, identifying, and using theatre arts as a medium for illustrating social issues;**
(1, 2)

CA-4Th-E6 **recognizing and identifying various elements of the theatrical process: stage, costumes, scenery, etc.**
(1, 2)

CA-4Th-E7 **recognizing and identifying representative theatre artists in various cultures and historical periods.**
(1, 2, 5)

BENCHMARKS 5-8

In Grades 5-8, what students know and are able to do includes:

CA-4Th-M1 **demonstrating and understanding the basic principles and elements of media communication (e.g., video, radio, television, stage, movie, etc.);**
(1, 4)

CA-4Th-M2 **participating in a critique of scripts, productions, actors, costumes, and performances;**
(1, 2)

CA-4Th-M3 **identifying levels and dimensions of characterization;**
(2)

CA-4Th-M4 **demonstrating appropriate audience etiquette;**
(1, 4, 5)

CA-4Th-M5 **relating social meanings inherent in performances to societal issues;**
(1, 2)

CA-4Th-M6 **expanding the theatrical elements while assuming roles of various artists in the theatre;**
(2, 4)

CA-4Th-M7 **identifying and comparing the lives, works, and influence of representative theatre artists in various cultures and historical periods.**
(1, 2, 5)

BENCHMARKS 9-12

In Grades 9-12, what students know and are able to do includes:

CA-4Th-H1 **analyzing how performers/presenters use movement, voice, language, and the technical elements to communicate through media;**
(1, 3, 4)

CA-4Th-H2 selecting, analyzing, and interpreting the various aspects of selected theatrical work based on researched information (e.g., playwright, period, actors, location, costuming, directing);
(1, 2, 5)

CA-4Th-H3 reacting appropriately at given moments from the perspective of a character;
(1, 2)

CA-4Th-H4 reacting appropriately at given moments from the perspective of the audience;
(1, 4, 5)

CA-4Th-H5 analyzing social meanings in the context of interpersonal, national, and international perspectives;
(1, 2, 5)

CA-4Th-H6 exploring and demonstrating roles of theatre artists in a production;
(2, 4)

CA-4Th-H7 identifying and comparing the lives, works, and influence of representative theatre artists in various cultures and historical periods.
(1, 2, 5)

SECTION 2: THEATRE ARTS

CREATIVE EXPRESSION

What students know and are able to do includes:

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 1	exploring and identifying various emotions in interpersonal settings; (1, 4)	exploring self-expression and various emotions individually and in groups; (1, 4, 5)	developing interpersonal skills as an individual and as a performer; (1, 5)
Benchmark 2	interacting in group situations and demonstrating differentiation of roles through experimentation and role playing; (1, 2, 3, 4, 5)	understanding role playing in single and interpersonal relationships; (2, 4)	understanding and stating rules in group performance while expanding dramatic elements in improvisation; (1, 2, 4, 5)
Benchmark 3	identifying and exhibiting physical and emotional dimensions of characterization through experimentation and role playing; (4)	utilizing role playing to demonstrate performance techniques, both physically and vocally, in different relationships appropriate to a variety of characters; (2, 4)	demonstrating effective use of physical and vocal techniques while developing roles in group performance; (1, 2, 4)
Benchmark 4	developing story lines for improvisation. (1, 2, 4)	writing scripts for improvisational exercises while exploring dimensions of the dramatic form individually and in groups (e.g., costuming, set design, make-up). (1, 2, 4, 5)	comparing and contrasting theatrical writing styles and conventions. (1, 2, 4)

SECTION 2: THEATRE ARTS

AESTHETIC PERCEPTION

What students know and are able to do includes:

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 1	recognizing and discussing sensory experiences and the motivations for emotions; (2, 4)	recognizing and discussing individual differences in sensory and emotional perceptions; (2, 3, 4)	expanding interpretation of sensory perception, character relationships, character transformation, and cultural and social concerns; (1, 2, 4)
Benchmark 2	imitating and responding to ideas, feelings, behaviors, roles, and life experiences; (1, 3)	understanding individual and group roles through the exploration of theatrical methods; (1, 4)	discussing and responding to drama with new ideas, acceptance of ideas, reactions to stimuli, and evaluation criteria; (2, 4)
Benchmark 3	exploring actions that express thoughts, feelings, and characters; (1, 4)	exploring and understanding expression, action, reaction, movement, and space in the drama process; (4)	selecting and practicing physical attributes and movement qualities that enhance characterization and interpret psychological motivation; (1, 4)
Benchmark 4	imitating sounds, sound combinations, and nonverbal communication to express moods, feelings, and emotions; (1, 4)	understanding voice mechanism in representing self, role, scene dialogue, and character; (1, 4)	exploring use of language and recognizing the development of voice for expression, thought, and meaning; (1, 4)
Benchmark 5	understanding the basics of interaction, listening, and responding while developing audience etiquette; (1, 5)	understanding and responding to philosophical and social concerns displayed in conventional and unconventional dramatic roles; (4)	constructing social and personal meaning from informal and formal productions; (2, 4, 5)

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 6	exploring improvisation to express thoughts and feelings; (1)	interacting spontaneously and flexibly through discussion and scene enactment; (1)	understanding the importance of action and reaction in planning, producing, and performing scripts; (1, 2)
Benchmark 7	recording dialogue for developing skills in theatre arts; (1, 3)	identifying and understanding the origins of contemporary processes, techniques, and interpretations; (1)	creating consistent characters in formal and informal theatre, film, television, or electronic media productions; (1, 2, 3)
Benchmark 8	understanding relationships among theatre, other arts, and disciplines outside the arts. (1, 4)	exploring relationships among theatre, other arts, and disciplines outside the arts. (1, 4)	integrating relationships among theatre, other arts, and disciplines outside the arts. (1, 4)

SECTION 2: THEATRE ARTS

HISTORICAL AND CULTURAL PERCEPTION

What students know and are able to do includes:

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 1	recognizing and discussing the differences in various cultures; (1)	analyzing relationships between artistic expression and artistic choices in various cultures; (1, 2, 4)	recognizing and analyzing the universality of theme, situation, and motivation across cultures and time; (1, 2, 4)
Benchmark 2	recognizing and identifying characters and their relationships through simple performances; (2)	understanding patterns, styles, conventions, and trends in communication and theatre arts; (1, 2, 4)	demonstrating a knowledge of history and the literature of theatre arts as communication; (1, 2, 4)
Benchmark 3	recognizing and identifying various feelings exhibited by characters through simple performances; (1, 2)	using terminology and language appropriate to theatrical environments, situations, and characters; (1, 2)	developing and analyzing social and cultural awareness through exposure to theatrical productions; (1, 2, 5)
Benchmark 4	exploring and demonstrating the language of theatre arts through role playing; (1)	using cultural and historical information to support period costumes, scripted scenes, scenery, and make-up; (1, 4)	developing and applying an understanding of the theories, forms, and cultural histories of communication in theatre arts; (1, 2, 4)
Benchmark 5	exploring elementary language used in theatrical characterization; (1, 2)	expressing and comparing personal reactions to historical and cultural productions; (1, 4)	analyzing social meanings of productions and performances from a variety of cultural and historical periods; (1, 3, 4)

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 6	recognizing and identifying universal themes reflected in various cultures. (2)	identifying and discussing ways in which theme has been revealed and developed in various cultures. (2, 4)	analyzing through a historical perspective the form and content of cultural works. (1, 2, 4)

SECTION 2: THEATRE ARTS

CRITICAL ANALYSIS

What students know and are able to do includes:

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 1	recognizing and responding to a variety of media experiences; (1, 4)	demonstrating and understanding the basic principles and elements of media communication (e.g., video, radio, television, stage, movie); (1, 4)	analyzing how performers/ presenters use movement, voice, language, and the technical elements to communicate through media; (1, 3, 4)
Benchmark 2	expressing personal feelings about scripts and performances; (1)	participating in a critique of scripts, productions, actors, costumes, and performances; (1, 2)	selecting, analyzing, and interpreting the various aspects of selected theatrical work based on researched information (e.g., playwright, period, actors, location, costuming, directing); (1, 2, 5)
Benchmark 3	identifying the differences among media representation, reality, and role playing; (1, 2)	identifying levels and dimensions of characterization; (2)	reacting appropriately at given moments from the perspective of a character; (1, 2)
Benchmark 4	demonstrating appropriate behavior during a performance; (1, 5)	demonstrating appropriate audience etiquette; (1, 4, 5)	reacting appropriately at given moments from the perspective of the audience; (1, 4, 5)
Benchmark 5	recognizing, identifying, and using theatre arts as a medium for illustrating social issues; (1, 2)	relating social meanings inherent in performances to societal issues; (1, 2)	analyzing social meanings in the context of interpersonal, national, and international perspectives; (1, 2, 5)

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 6	recognizing and identifying various elements of the theatrical process: stage, costumes, scenery, etc.; (1, 2)	expanding the theatrical elements while assuming roles of various artists in the theatre; (2, 4)	exploring and demonstrating roles of theatre artists in a production; (2, 4)
Benchmark 7	recognizing and identifying representative theatre artists in various cultures and historical periods. (1, 2, 5)	identifying and comparing the lives, works, and influence of representative theatre artists in various cultures and historical periods. (1, 2, 5)	identifying and comparing the lives, works, and influence of representative theatre artists in various cultures and historical periods. (1, 2, 5)

VISUAL ARTS

CREATIVE EXPRESSION

FOCUS

Creative expression opens an avenue for the application of individual ideas, feelings, and expressions. The use of a variety of media and techniques provides an opportunity for the individual to develop, organize, and interpret knowledge for communication. The skills of analysis, problem solving, cooperative involvement, and disciplined behavior contribute to a successful school environment and prepare the individual to become a productive member of society.

STANDARD

Students develop creative expression through the application of knowledge, ideas, skills, and organizational abilities.

BENCHMARKS K-4

CE-1VA-E1 **exploring imagery from a variety of sources and demonstrating visual representation;**
(1, 2)

CE-1VA-E2 **exploring techniques and technologies for visual expression and communication;**
(2, 3)

CE-1VA-E3 **using art vocabulary, elements and principles of design to communicate the language of art;**
(1, 2)

CE-1VA-E4 **exploring and identifying art careers across the disciplines and cultures;**
(2, 4)

CE-1VA-E5 **working individually and as a group member in a responsible and productive manner;**
(1, 5)

CE-1VA-E6 **understanding relationships among the arts and other disciplines outside the arts;**
(4)

CE-1VA-E7 maintaining an individual journal or sketchbook.
(1, 4)

BENCHMARKS 5-8

In Grades 5-8, what students know and are able to do includes:

CE-1VA-M1 demonstrating art methods and techniques in visual representations based on research of imagery;
(1, 2)

CE-1VA-M2 selecting and applying media, techniques, and technology to visually express and communicate;
(1, 2, 3)

CE-1VA-M3 using the elements and principles of design to visually express individual ideas;
(1, 2)

CE-1VA-M4 communicating knowledge of art concepts and relationships among various cultures, disciplines, and art careers;
(2, 4)

CE-1VA-M5 producing ideas for art productions while engaging in both individual and group activities;
(1, 5)

CE-1VA-M6 identifying the relationships between the arts and other disciplines through art production.
(4)

CE-1VA-M7 maintaining a sketchbook or journal and developing a portfolio.
(1, 4)

BENCHMARKS 9-12

In Grades 9-12, what students know and are able to do includes:

CE-1VA-H1 producing works of art that successfully convey a central thought based on ideas, feelings, and memories;
(1, 2)

CE-1VA-H2 applying a variety of media techniques, technologies, and processes for visual expression and communication;

(2, 3)

CE-1VA-H3 recognizing and utilizing individual expression through the use of the elements of design while exploring compositional problems;
(1, 2)

CE-1VA-H4 producing a visual representation of ideas derived through the study of various cultures, disciplines, and art careers;
(2, 4)

CE-1VA-H5 producing imaginative works of art generated from individual and group ideas;
(1, 5)

CE-1VA-H6 producing works of art which describe and connect art with other disciplines;
(4)

CE-1VA-H7 maintaining a sketchbook or journal and developing a portfolio.
(1, 4)

AESTHETIC PERCEPTION

FOCUS

The study of aesthetics, or the philosophy of the arts, supplies the individual with a structure for analyzing, interpreting, and responding to the arts. An understanding of aesthetics empowers the individual to make informed personal interpretations of artistic expressions and to develop an awareness for the concepts and ideas of others. The individual questions concepts, weighs evidence and information, examines intuitive reactions, and develops personal conclusions about the values in works of art.

STANDARD

Students will develop aesthetic perception through the knowledge of art forms and respect for commonalities and differences.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

AP-2VA-E1 **developing skills in using elementary vocabulary, including the elements of design, to critique individual works and that of others;**
(1, 5)

AP-2VA-E2 **recognizing that concepts, such as beauty and taste, are determined by culture and differ from person to person;**
(1, 5)

AP-2VA-E3 **discussing the role and status of the artist and how art is used in daily life, in the workplace; and within the community;**
(3, 4, 5)

AP-2VA-E4 **recognizing the difference between judgment and preference in art;**
(2, 3)

AP-2VA-E5 **participating in elementary inquiry into the basic question "What is art?"**
(1, 2, 3, 4, 5)

BENCHMARKS 5-8

In Grades 5-8, what students know and are able to do includes:

AP-2VA-M1 **using art elements, principles of design, and art vocabulary for responding to the aesthetic qualities of a work of art;**
(1, 3)

AP-2VA-M2 **developing and communicating an awareness of the ideas and creations of others, and a recognition that concepts, like beauty and taste, differ by culture;**
(1, 5)

AP-2VA-M3 **identifying and exploring the meaning of art and the relationship of the role of artists to their culture and environment;**
(3, 4, 5)

AP-2VA-M4 **demonstrating awareness of new ideas, possibilities, options, and situations pertaining to the art world;**
(2, 3)

AP-2VA-M5 **identifying , reflecting, and distinguishing differences of images, symbols, and sensory qualities seen in a work of art and in those of nature.**
(1)

BENCHMARKS 9-12

In Grades 9-12, what students know and are able to do includes:

AP-2VA-H1 **using an expanded art/design vocabulary when responding to the aesthetic qualities of a work of art;**
(1, 3)

AP-2VA-H2 **analyzing unique characteristics of art as it reflects the quality of everyday life in various cultures;**
(1, 5)

AP-2VA-H3 **using descriptors, analogies, and other metaphors to describe interrelationships observed in works of art, nature, and the total environment;**
(3, 4, 5)

AP-2VA-H4 **assimilating the multiple possibilities and options available for artistic expression;**
(2, 3)

AP-2VA-H5 **questioning/weighing evidence and information, examining intuitive reactions, and drawing personal conclusions about works of art.**
(1)

HISTORICAL AND CULTURAL PERCEPTION

FOCUS

Historical and cultural perception is the vehicle for understanding works of art in time and place. The arts survive through times of interruption and neglect; they outlive governments, creeds, and societies and even the civilizations that spawned them. The artist is a harbinger of change, a translator of social thought, an analyst of cultures, a poetic scientist, and a recorder of history. To understand creative output in the history of the arts is to understand history itself.

STANDARD

Students will develop historical and cultural perception by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

HP-3VA-E1 recognizing art works by subjects, cultures, and time periods; (1, 2)

HP-3VA-E2 verbalizing how visual symbols communicate a universal language; (1, 4, 5)

HP-3VA-E3 exploring and discussing art images from the past and the present; (1, 3, 4)

HP-3VA-E4 identifying media used in art works throughout history; (2, 3)

HP-3VA-E5 describing ways the visual arts are used in daily life. (1, 2, 4, 5)

BENCHMARKS 5-8

In Grades 5-8, what students know and are able to do includes:

HP-3VA-M1 recognizing and classifying works of art by their style, theme, time period, and culture; (1, 2)

HP-3VA-M2 **understanding how works of art cross historical, geographical, and political boundaries;**
(1, 4, 5)

HP-3VA-M3 **recognizing the significance of themes, symbols, and ideas in art that convey messages from the past and the present;**
(1, 3, 4)

HP-3VA-M4 **analyzing and identifying media and techniques used by artists throughout history;**
(2, 3)

HP-3VA-M5 **using individual artistic abilities and cultural influences to understand the arts within the community.**
(1, 2, 4, 5)

BENCHMARKS 9-12

In Grades 9-12, what students know and are able to do includes:

HP-3VA-H1 **categorizing specific styles and periods of art as they relate to various cultural, political, and economic conditions;**
(1, 2)

HP-3VA-H2 **analyzing how works of art cross geographical, political, and historical boundaries;**
(1, 4, 5)

HP-3VA-H3 **comparing and contrasting ways art has been used as a means of communication throughout history;**
(1, 2, 3, 4)

HP-3VA-H4 **analyzing materials, technologies, media, and processes of the visual arts throughout history;**
(2, 3)

HP-3VA-H5 **identifying the roles of artists who have achieved recognition and ways their works have influenced the community.**
(1, 2, 4, 5) .

CRITICAL ANALYSIS

FOCUS

Critical analysis is the process of inquiry associated with an individual's knowledge of the arts. Communication about the arts in a structured way provides the individual with means to observe, describe, analyze, interpret, and make critical, reasoned judgments about the form and content of the arts.

STANDARD

Students will make informed judgments about the arts by developing critical analysis skills through study of and exposure to the arts.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

CA-4VA-E1 **viewing works of art, expressing an opinion, and justifying individual viewpoints;**
(1, 2, 3)

CA-4VA-E2 **working individually or collectively to identify symbols and images in art and in other core curricula;**
(2, 3, 5)

CA-4VA-E3 **identifying works of art by media, subject matter, and culture;**
(2, 3)

CA-4VA-E4 **relating individual and collective knowledge and experiences to works of art in forming opinions;**
(1, 2, 3, 4)

CA-4VA-E5 **expressing personal feelings or judgments about works of art and explaining negative or positive comments.**
(1, 2)

BENCHMARKS 5-8

In Grades 5-8, what students know and are able to do includes:

CA-4VA-M1 **observing works of art and describing through visual, verbal, or written avenues how artists use the design elements and principles;**

(1, 2, 3)

CA-4VA-M2 working individually/collectively to analyze/interpret symbols and images for meaning, purpose, and value in art and other core curricula;
(2, 3, 5)

CA-4VA-M3 classifying the style, period, media, and culture in works of art;
(2, 3)

CA-4VA-M4 discussing how culture influences artists' use of media, subject matter, symbols, and themes in relation to works of art;
(1, 2, 3, 4)

CA-4VA-M5 developing judgments about works of art and justifying negative or positive comments while respecting the views of others.
(2, 3, 5)

BENCHMARKS 9-12

In Grades 9-12, what students know and are able to do includes:

CA-4VA-H1 translating knowledge of the design elements and principles to communicate individual ideas;
(1, 2, 3)

CA-4VA-H2 working individually/collectively to compare and contrast symbols and images in the visual arts within historical periods and in other core curricula;
(2, 3, 4)

CA-4VA-H3 comparing and contrasting the processes, subjects, and media of the visual arts;
(2, 3)

CA-4VA-H4 analyzing how specific works are created and how they relate to cultures and to historical periods;
(1, 2, 3, 4)

CA-4VA-H5 selecting and analyzing a work of art and giving a personal interpretation of that work based on information researched.
(2, 5)

SECTION 3: VISUAL ARTS

CREATIVE EXPRESSION

What students know and are able to do includes:

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 1	exploring imagery from a variety of sources and demonstrating visual representation; (1, 2)	demonstrating art methods and techniques in visual representations based on research of imagery; (1, 2)	producing works of art that successfully convey a central thought based on ideas, feelings, and memories; (1, 2)
Benchmark 2	exploring techniques and technologies for visual expression and communication; (2, 3)	selecting and applying media, techniques, and technology to visually express and communicate visually; (1, 2)	applying a variety of media techniques, technologies, and processes for visual expression and communication; (2, 3)
Benchmark 3	using art vocabulary, elements, and principles of design to communicate the language of art; (1, 2)	using the elements and principles of design to visually express individual ideas visually; (1, 2)	recognizing and utilizing individual expression through the use of the elements of design while exploring compositional problems; (1, 2)
Benchmark 4	exploring and identifying art careers across the disciplines and cultures; (2, 4)	communicating knowledge of art concepts and relationships among various cultures, disciplines, and art careers; (2, 4)	producing a visual representation of ideas derived through the study of various cultures, disciplines, and art careers; (2, 4)
Benchmark 5	working individually and as a group member in a responsible and productive manner; (1, 5)	producing ideas for art productions while engaging in both individual and group activities; (1, 5)	producing imaginative works of art generated from individual and group ideas; (1, 5)

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 6	understanding relationships among the arts and other disciplines outside the arts; (4)	identifying the relationships between the arts and other disciplines through art production; (4)	producing works of art which describe and connect art with other disciplines; (4)
Benchmark 7	maintaining an individual journal or sketchbook. (1, 4)	maintaining a sketchbook or journal and developing a portfolio. (1, 4)	maintaining a sketchbook or journal and developing a portfolio. (1, 4)

SECTION 3: VISUAL ARTS

AESTHETIC PERCEPTION

What students know and are able to do includes:

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 1	developing skills in using elementary vocabulary, including the elements of design, to critique individual work and that of others; (1, 5)	using art elements, principles of design, and art vocabulary for responding to the aesthetic qualities of a work of art; (1, 3)	using an expanded art/design vocabulary when responding to the aesthetic qualities of a work of art; (1, 3)
Benchmark 2	recognizing that concepts, such as beauty and taste, are determined by culture and differ from person to person; (1, 5)	developing and communicating an awareness of the ideas and creations of others, and recognizing that concepts, like beauty and taste, differ by culture; (1, 5)	analyzing unique characteristics of art as it reflects the quality of everyday life in various cultures; (1, 5)
Benchmark 3	discussing the role and status of the artist and how art is used in daily life, in the workplace, and within the community; (3, 4, 5)	identifying and exploring the meaning of art and the role of artists in their culture and environment; (3, 4, 5)	using descriptors, analogies, and other metaphors to describe interrelationships observed in works of art, nature, and the total environment; (3, 4, 5)
Benchmark 4	recognizing the difference between judgment and preference in art; (2, 3)	demonstrating awareness of new ideas, possibilities, options, and situations pertaining to the art world; (2, 3)	assimilating the multiple possibilities and options available for artistic expression; (2, 3)

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 5	participating in elementary inquiry into the basic question "What is art?" (1, 2, 3, 4, 5)	identifying, reflecting, and distinguishing differences of images, symbols, and sensory qualities seen in a work of art and in those in nature. (1)	questioning/weighing evidence and information, examining intuitive reactions, and drawing personal conclusions about works of art. (1)

SECTION 3: VISUAL ARTS

HISTORICAL AND CULTURAL PERCEPTION

What students know and are able to do includes:

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 1	recognizing art works by subjects, cultures, and time periods; (1, 2)	recognizing and classifying works of art by their style, theme, time period, and culture; (1, 2)	categorizing specific styles and periods of art as they relate to various cultural, political, and economic conditions; (1,2)
Benchmark 2	verbalizing how visual symbols communicate a universal language; (1, 4, 5)	understanding how works of art cross historical, geographical, and political boundaries; (1, 4, 5)	analyzing how works of art cross geographical, political, and historical boundaries; (1, 4, 5)
Benchmark 3	exploring and discussing art images from the past and the present; (1, 3, 4)	recognizing the significance of themes, symbols, and ideas in art that convey messages from the past and present; (1, 3, 4)	comparing and contrasting ways art has been used as a means of communication throughout history; (1, 2, 3, 4)
Benchmark 4	identifying media used in art works throughout history; (2, 3)	analyzing and identifying media and techniques used by artists throughout history; (2, 3)	analyzing materials, technologies, media, and processes of the visual arts throughout history; (2, 3)

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 5	describing ways the visual arts are used in daily life. (1, 2, 4, 5)	using individual artistic abilities and cultural influences to understand the arts within the community. (1, 2, 4, 5)	identifying the roles of artists who have achieved recognition and ways their works have influenced the community. (1, 2, 4, 5)

SECTION 3: VISUAL ARTS

CRITICAL ANALYSIS

What students know and are able to do includes:

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 1	viewing works of art, expressing an opinion, and justifying individual viewpoints; (1, 2, 3)	observing works of art and describing through visual, verbal, or written avenues how artists use the design elements and principles; (1, 2, 3)	translating knowledge of the design elements and principles to communicate individual ideas; (1, 2, 3)
Benchmark 2	working individually or collectively to identify symbols and images in art and other core curricula; (2, 3, 5)	working individually/ collectively to analyze/interpret symbols and images for meaning, purpose, and value in art and other core curricula; (2, 3, 5)	working individually/ collectively to compare and contrast symbols and images in the visual arts within historical periods and in other core curricula; (2, 3, 4)
Benchmark 3	identifying works of art by media, subject matter, and culture; (2, 3)	classifying the style, period, media, and culture in works of art; (2, 3)	comparing and contrasting the processes, subjects, and media of the visual arts; (2, 3)
Benchmark 4	relating individual and collective knowledge and experiences to works of art in forming opinions; (1, 2, 3, 4)	discussing how culture influences artists' use of media, subject matter, symbols, and themes in relation to works of art; (1, 2, 3 ,4)	analyzing how specific works are created and how they relate to cultures and to historical periods; (1, 2, 3, 4)
Benchmark 5	expressing personal feelings or judgments about works of art and explaining negative or positive comments. (1, 2).	developing judgments about works of art and justifying negative or positive comments while respecting the views of others. (2, 3, 5)	selecting and analyzing a work of art and giving a personal interpretation of that work based on information researched. (2, 5)

MUSIC

CREATIVE EXPRESSION

FOCUS

Creative expression opens an avenue for the application of individual ideas, feelings, and expressions. The use of a variety of media and techniques provides an opportunity for the individual to develop, organize, and interpret knowledge for communication. The skills of analysis, problem solving, cooperative involvement, and disciplined behavior contribute to a successful school environment and prepare the individual to become a productive member of society.

STANDARD

Students develop creative expression through the application of knowledge, ideas, skills, and organizational abilities.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

CE-1M-E1 **listening to, recognizing, and imitating elementary tunes and rhythmic patterns for voice, musical instruments, and other sound sources;**
(1, 4)

CE-1M-E2 **identifying elementary notational symbols and vocabulary that convey precise musical meaning;**
(3, 4)

CE-1M-E3 **performing and composing elementary musical ideas;**
(1, 2, 3)

CE-1M-E4 **exploring elementary elements of music, utilizing available mediums, such as voice, musical instrument, and/or electronic technology;**
(3)

CE-1M-E5 **participating in organized activities including singing, playing, and movement;**
(1, 5)

CE-1M-E6 **identifying and responding to elements of music through listening activities;**
(1)

CE-1M-E7 **understanding relationships among music, other arts, and disciplines outside the arts.**
(2, 3, 4)

BENCHMARKS 5-8

In Grades 5-8, what students know and are able to do includes:

CE-1M-M1 **listening to and identifying melodic and rhythmic patterns for voice and musical instruments, individually and in groups;**
(1, 4)

CE-1M-M2 **interpreting elementary symbols and vocabulary that convey precise musical meaning;**
(2, 3, 4)

CE-1M-M3 **performing and composing written music;**
(1, 2, 3)

CE-1M-M4 **identifying and demonstrating elements of music, utilizing available mediums, such as voice, musical instrument, and/or electronic technology;**
(1, 2, 4)

CE-1M-M5 **performing in organized activities including singing, playing, and movement;**
(1, 5)

CE-1M-M6 **exploring the elements of music through listening to a variety of musical examples;**
(1, 4)

CE-1M-M7 **investigating relationships among music, other arts, and disciplines outside the arts.**
(2, 3, 4)

BENCHMARKS 9-12

In Grades 9-12, what students know and are able to do includes:

CE-1M-H1 **creating and improvising advanced musical forms individually and in groups, utilizing the voice and/or musical instruments;**
(1, 2, 4)

CE-1M-H2 **applying with greater technical accuracy notational symbols and vocabulary that convey precise musical meaning;**
(2, 3, 4)

CE-1M-H3 **performing and composing more complex compositions;**
(1, 2, 3)

CE-1M-H4 **interpreting and applying the elements of music through utilizing preferred medium of choice;**
(1, 4, 5)

CE-1M-H5 **performing in organized activities using a performance medium;**
(1, 5)

CE-1M-H6 **analyzing the elements of music through listening to a variety of musical examples;**
(2, 4)

CE-1M-H7 **identifying commonalities and differences between music and other content disciplines.**
(2, 3, 4)

AESTHETIC PERCEPTION

FOCUS

The study of aesthetics, or the philosophy of the arts, supplies the individual with a structure for analyzing, interpreting, and responding to the arts. An understanding of aesthetics empowers the individual to make informed personal interpretations of artistic expressions and to develop an awareness for the concepts and ideas of others. The individual questions concepts, weighs evidence and information, examines intuitive reactions, and develops personal conclusions about the values in works of art.

STANDARD

Students will develop aesthetic perception through the knowledge of art forms and respect for commonalities and differences.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

AP-2M-E1 **using elementary vocabulary of music to critique individual work and that of others;**
(1, 2, 4)

AP-2M-E2 **developing and communicating an awareness of the ideas and creations of others through the study of music;**
(1, 5)

AP-2M-E3 **discussing how music is used in daily life, in the workplace, and within the community;**
(1, 4, 5)

AP-2M-E4 **communicating an awareness of the many choices available in the creative process of music;**
(1, 3, 4)

AP-2M-E5 **recognizing musical elements in compositions.**
(2, 4)

BENCHMARKS 5-8

In Grades 5-8, what students know and are able to do includes:

AP-2M-M1 **using musical elements and principles for responding to the aesthetic qualities of musical compositions;**
(1, 2, 3, 4)

AP-2M-M2 **recognizing that the concept of beauty differs from culture to culture;**
(4, 5)

AP-2M-M3 **identifying and exploring the meaning of music and the roles of musicians in their cultures and environments;**
(3, 4, 5)

AP-2M-M4 **communicating new ideas, possibilities, options, and situations pertaining to the music world;**
(1, 3, 4)

AP-2M-M5 **reflecting and distinguishing differences heard in melody, rhythm, timbre, and form.**
(2, 4)

BENCHMARKS 9-12

In Grades 9-12, what students know and are able to do includes:

AP-2M-H1 **using an expanded vocabulary when responding to the expressive qualities of music;**
(1, 4)

AP-2M-H2 **analyzing the unique characteristics of music used for different purposes in various cultures;**
(2, 4, 5)

AP-2M-H3 **expressing the impact of music on our senses, intellects, and emotions;**
(1, 4, 5)

AP-2M-H4 **assimilating and communicating the multiple possibilities and options available for artistic expression in music;**
(1, 3, 4)

AP-2M-H5 **questioning, weighing evidence and information, examining intuitive reactions, and drawing personal conclusions about music.**
(2, 4)

HISTORICAL AND CULTURAL PERCEPTION

FOCUS

Historical and cultural perception is the vehicle for understanding works of art in time and place. The arts survive through times of interruption and neglect; they outlive governments, creeds, and societies and even the civilizations that spawned them. The artist is a harbinger of change, a translator of social thought, an analyst of cultures, a poetic scientist, and a recorder of history. To understand creative output in the history of the arts is to understand history itself.

STANDARD

Students will develop historical and cultural perception by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

HP-3M-E1 **identifying musical styles representative of various cultures;**
(4)

HP-3M-E2 **exploring and discussing music designed for various purposes within historical and cultural contexts;**
(1, 3, 4)

HP-3M-E3 **recognizing instruments used by musicians in various cultures.**
(2)

BENCHMARKS 5-8

In Grades 5-8, what students know and are able to do includes:

HP-3M-M1 **understanding characteristics of musical styles representative of various historical periods and cultures;**
(2, 4)

HP-3M-M2 **distinguishing the differences in music designed for various purposes in different historical and cultural contexts;**
(2, 4)

HP-3M-M3 **understanding the role of musicians in various cultures.**
(3, 4)

BENCHMARKS 9-12

In Grades 9-12, what students know and are able to do includes:

HP-3M-H1 **demonstrating knowledge of musical styles that represent various historical periods and cultures;**
(1, 3)

HP-3M-H2 **analyzing the role of music as it relates to the needs of society;**
(2, 5)

HP-3M-H3 **analyzing various roles of musicians and identifying representative individuals who have functioned in these roles.**
(2, 4)

CRITICAL ANALYSIS

FOCUS

Critical analysis is the process of inquiry associated with an individual's knowledge of the arts. Communication about the arts in a structured way provides the individual with means to observe, describe, analyze, interpret, and make critical, reasoned judgments about the form and content of the arts.

STANDARD

Students will make informed judgments about the arts by developing critical analysis skills through study of and exposure to the arts.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

CA-4M-E1 **participating in musical experiences with an awareness of simple musical elements, forms, and styles;**
(1, 5)

CA-4M-E2 **demonstrating behavior appropriate for the context and style of music performed, both as audience and performer;**
(1, 4, 5)

CA-4M-E3 **exploring music as a part of celebrations, ceremonies, and many other special occasions;**
(3, 4)

CA-4M-E4 **exploring music as a universal art derived from diverse backgrounds.**
(3, 4, 5)

BENCHMARKS 5-8

In Grades 5-8, what students know and are able to do includes:

CA-4M-M1 **demonstrating and discussing behavior appropriate for the context and style of music performed, both as audience and performer;**
(1, 4)

CA-4M-M2 describing musical experiences using basic elements, forms, and styles;
(1, 4, 5)

CA-4M-M3 recognizing and identifying music as to function, purpose, and appropriateness as related to celebrations, ceremonies, and other events;
(3, 4, 5)

CA-4M-M4 recognizing historical or cultural characteristics that determine the source of a musical style.
(2, 3, 4)

BENCHMARKS 9-12

In Grades 9-12, what students know and are able to do includes:

CA-4M-H1 making judgments about musical experiences and applying the appropriate vocabulary to describe that experience;
(1, 2, 4, 5)

CA-4M-H2 experiencing and evaluating behavior appropriate for the context and style of music performed, both as audience and performer;
(1, 2, 4, 5)

CA-4M-H3 analyzing appropriate choices of music according to function;
(3, 4, 5)

CA-4M-H4 defending choices for musical selections.
(1, 5)

SECTION 4: MUSIC

CREATIVE EXPRESSION

What students know and are able to do includes:

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 1	**listening to, recognizing, and imitating elementary tunes and rhythmic patterns for voice, musical instruments, and other sound sources; (1, 4)**	**listening to and identifying melodic and rhythmic patterns for voice and musical instruments, individually and in groups; (1, 4)**	**creating and improvising advanced musical forms individually and in groups, utilizing the voice and/or musical instruments; (1, 2, 4)**
Benchmark 2	**identifying elementary notational symbols and vocabulary that convey precise musical meaning; (3, 4)**	**interpreting elementary symbols and vocabulary that convey precise musical meaning; (2, 3, 4)**	**applying with greater technical accuracy notational symbols and vocabulary that convey precise musical meaning; (2, 3, 4)**
Benchmark 3	**performing and composing elementary musical ideas; (1, 2, 3)**	**performing and composing written music; (1, 2, 3)**	**performing and composing more complex compositions; (1, 2, 3)**
Benchmark 4	**exploring elementary elements of music utilizing available mediums, such as voice, musical instrument, and/or electronic technology; (3)**	**identifying and demonstrating elements of music, utilizing available mediums, such as voice, musical instrument, and/or electronic technology; (1, 4)**	**interpreting and applying the elements of music through utilizing preferred medium of choice; (1, 4, 5)**
Benchmark 5	**participating in organized activities including singing, playing, and movement; (1, 5)**	**performing in organized activities including singing, playing, and movement; (1, 5)**	**performing in organized activities using a performance medium; (1, 5)**
Benchmark 6	**identifying and responding to elements of music through listening activities; (1)**	**exploring the elements of music through listening to a variety of musical examples; (1, 4)**	**analyzing the elements of music through listening to a variety of musical examples; (2, 4)**

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 7	understanding relationships among music, other arts, and disciplines outside the arts. (2, 3, 4)	investigating relationships among music, other arts, and disciplines outside the arts. (2, 3, 4)	identifying commonalities and differences between music and other content disciplines. (2, 3, 4)

SECTION 4: MUSIC

AESTHETIC PERCEPTION

What students know and are able to do includes:

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 1	using elementary vocabulary of music to critique individual work and that of others; (1, 2, 4)	using music elements and principles for responding to the aesthetic qualities of musical compositions; (1, 2, 3, 4)	using an expanded vocabulary when responding to the expressive qualities of music; (1, 4)
Benchmark 2	developing and communicating an awareness of the ideas and creations of others through the study of music; (1, 5)	recognizing that the concept of beauty differs from culture to culture; (4, 5)	analyzing the unique characteristics of music used for different purposes in various cultures; (2, 4, 5)
Benchmark 3	discussing how music is used in daily life, in the workplace, and within the community; (1, 4, 5)	identifying and exploring the meaning of music and the roles of musicians in their cultures and environment; (3, 4, 5)	expressing the impact of music on our senses, intellects, and emotions; (1, 4, 5)
Benchmark 4	communicating an awareness of the many choices available in the creative process of music; (1, 3, 4)	communicating new ideas, possibilities, options, and situations pertaining to the music world; (1, 3, 4)	assimilating and communicating the multiple possibilities and options available for artistic expression in music; (1, 3, 4)

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 5	recognizing musical elements in compositions. (2, 4)	reflecting and distinguishing differences heard in melody, rhythm, timbre, and form. (2, 4)	questioning, weighing evidence and information, examining intuitive reactions, and drawing personal conclusions about music. (2, 4)

SECTION 4: MUSIC

HISTORICAL AND CULTURAL PERCEPTION

What students know and are able to do includes:

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 1	identifying musical styles representative of various cultures; (4)	understanding characteristics of musical styles representative of various historical periods and cultures; (2, 4)	demonstrating knowledge of musical styles that represent various historical periods and cultures; (1, 3)
Benchmark 2	exploring and discussing music designed for various purposes within historical and cultural contexts; (1, 3, 4)	distinguishing the differences in music designed for various purposes in different historical and cultural contexts; (2, 4)	analyzing the role of music as it relates to the needs of society; (2, 5)
Benchmark 3	recognizing insfruments used by musicians in various cultures. (2)	understanding the role of musicians in various cultures. (3, 4)	analyzing various roles of musicians and identifying representative individuals who have functioned in these roles. (2, 4)

SECTION 4: MUSIC

CRITICAL ANALYSIS

What students know and are able to do includes:

GRADE CLUSTER	K-4	5-8	9-12
Benchmark 1	participating in musical experiences with an awareness of simple musical elements, forms, and styles; (1, 5)	demonstrating and discussing behavior appropriate for the context and style of music performed, both as audience and performer; (1, 4)	making judgments about musical experiences and applying the appropriate vocabulary to describe that experience; (1, 2, 4, 5)
Benchmark 2	demonstrating behavior appropriate for the context and style of music performed, both as audience and performer; (1, 4, 5)	describing musical experiences using basic elements, forms, and styles; (1, 4, 5)	experiencing and evaluating behavior appropriate for the context and style of music performed, both as audience and performer; (1, 2, 4, 5)
Benchmark 3	exploring music as a part of celebrations, ceremonies, and many other special occasions; (3, 4)	recognizing and identifying music as to function, purpose, and appropriateness in relation to celebrations, ceremonies, and other events; (3, 4, 5)	analyzing appropriate choices of music according to function; (3, 4, 5)
Benchmark 4	exploring music as a universal art derived from diverse backgrounds. (3, 4, 5)	recognizing historical or cultural characteristics that determine the source of a musical style. (2, 3, 4)	defending choices for musical selections. (1, 5)

GLOSSARY

assessment	**A process through which evidence is gathered in a range of content areas to determine both a student's understanding and the ability to apply that understanding.**
benchmark	**A broad statement of process and/or content that is used as a reference to develop curricula and to assess student progress.**
content area	**A field of study or branch of knowledge formally referred to as subject area or discipline.**
content standard	**A description of what students should know and be able to do through subject matter, knowledge, proficiencies, etc., gained as a result of their education.**
focus	**A statement describing the importance of a content strand.**
foundation skills	**Processes that are common to all areas and levels of education and are intended to suggest methods and objectives of instructional strategies.**
framework	**A document for a content area that reflects national standards and provides a guiding vision of its content and purpose.**
integrated	**Refers to combining the elements across the strands within a particular content area or framework.**
interdisciplinary	**Refers to combining the elements across the various content areas or frameworks.**
performance standards	**Refers to the level of knowledge or proficiency students should manifest as a result of their education.**
strands	**Categories within particular content areas, which may vary from discipline to discipline. Strands are interrelated and should be integrated rather than taught in isolation.**

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